

*Alberta Social Studies
In-Service Project*

Alberta
EDUCATION

**Resource Teacher's
Handbook**

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Preface

This handbook was written to provide resource teachers with assistance during their work in the Social Studies Inservice Project, commencing September 1, 1981. Participants are encouraged to make additions to the various sections over the next few months from materials, questions and observations shared at the orientation, training and contact sessions.

A special thanks to Beryl Kenyon, Frank Crowther, and the resource teachers who gave freely of their time during the busy month of July to assist with preparation and validation of this Handbook.

F.O. Schreiber
Planning Coordinator
Alberta Education

I. The Social Studies Inservice Project

A. Rationale

It has been clear since the Downey Assessment of 1975 that the lofty ideals that have characterized Alberta Social Studies curricula over the past decade could not be attained without concerted professional initiatives in classroom implementation. It has been equally clear that the vast majority of teachers and citizens have a deep and abiding concern for high quality social studies instruction in our schools.

Thus, when the Minister of Education announced in Spring, 1980, that the mandatory implementation of the "new" social studies program would be moved ahead by a year, to Fall, 1981, a number of groups within the educational community began to give very serious thoughts as to how the program could be given a fair chance for successful implementation. These groups included the Social Studies Curriculum Coordinating Committee, which initiated the "Mentor" Project; the Alberta Teachers' Association Social Studies Specialist Council, which met with the Minister and presented a brief for comprehensive inservice; and the combined forces of Alberta Education, the Alberta Teachers' Association and the Alberta School Trustees Association, which undertook the Tripartite Inservice Study and subsequent report, and made a number of recommendations specific to social studies.

Interestingly, all three groups arrived at similar conclusions regarding the direction that inservice should take. All three stressed an approach to inservice that had not been tried in Alberta previously on a comprehensive scale, and, indeed, continues to exist more in curriculum theory than in practical realities. The approach emphasizes that inservice, to be successful, should have the following characteristics:

- be conducted by practising professionals who have high credibility and peer respect;
- facilitate the practical demonstration of unique methodologies;
- enable problem-solving and conflict-resolution about teachers' curriculum concerns to occur in an atmosphere of trust and confidence.

In announcing the Social Studies Inservice Project, the Minister of Education provided an opportunity for these characteristics to be applied in practice. We hope that your experiences with them, as a resource teacher, will provide you with a lasting highlight in your professional career.

B. Objectives

The Social Studies Inservice Project has been designed to accomplish the following major objectives:

1. For Alberta Teachers

- to ensure that all social studies teachers in Alberta have a working understanding of the characteristics and requirements of the 1981 Alberta Social Studies Curriculum;
- to provide all social studies teachers in Alberta with opportunities to broaden their repertoire of instructional strategies for social studies.

2. For Alberta Social Studies

- to ensure that the 1981 Alberta Social Studies Curriculum, which has been the subject of considerable public and professional interest, is given a fair chance for successful implementation;
- to provide a means for heightened professional and public dialogue about issues pertaining to social studies philosophy and methodology in Alberta.

3. For Curriculum Implementation in Alberta

- to test the viability of a peer-based consultative approach to curriculum implementation in Alberta schools.

These objectives make no mention of Alberta students. However, to the extent that the objectives are accomplished, our students will be the significant long-term beneficiaries. The Social Studies Inservice Project is devoted to their welfare.

C. Project Guidelines

The Social Studies Inservice Project was announced in the Legislature, April 29, 1981, by the Honourable David King. Guidelines for implementing the project at the school level were conveyed to school boards, superintendents, the Alberta School Trustees Association, and Alberta Teachers' Association, in May and June. During this time, as feedback about the approach of the project was received, a number of modifications were made to it by the Provincial Steering Committee.

The descriptions that follow are taken from the original Project Guidelines, but include modifications that have been made subsequently.

The Social Studies Inservice Project can be viewed as involving a four-stage process, with some stages overlapping.

The process and timelines, as modified from the original guidelines, are as follows:

Stage One: Creation of a Provincial Steering Committee and the Identification of up to 125 Resource Teachers. Stage One was put into progress and scheduled for completion by June 7, 1981.

Stage Two: Training of the Resource Teachers. This would take place in two phases: the first, a two-day orientation workshop in the middle of June; the second, a three-day training session in early September. Both training sessions were scheduled on a regional basis, with Alberta Education providing reimbursement for all expenses. After the secondment period commences in September, however, resource teachers are not eligible for some specific allowances (e.g., honoraria and substitute allowances), but will be reimbursed for travel and subsistence expenses in accordance with departmental regulations.

Stage Three: Workshops for Social Studies Teachers. Boards that are participating in the Inservice Project have agreed to make the necessary arrangements to ensure that all social studies teachers are provided an equivalent of two days to attend inservices devoted to the 1981 Alberta Social Studies Curriculum. Boards may choose to close schools or, in the case of secondary schools, to cancel social studies classes. The specific nature of the sessions is a local responsibility, as planned by boards, resource teachers, and the appropriate school authorities and teacher groups. For example, they may be structured to orient teachers to the 1981 Curriculum or, where such familiarization sessions have already occurred, to deal with more specific aspects of social studies instruction. In either case, or combination thereof, inservice materials prepared by Alberta Education will be provided to resource teachers for their use. Where travel and subsistence costs for teachers are incurred, boards are requested to assume the responsibility.

Stage Four: School-based Consultation. During the period September 1, 1981 - June, 1982, resource teachers will spend substantial amounts of time in school-based consultations, by exhibiting and explaining curriculum materials, and

discussing relevant social studies issues; e.g., Canadian Studies, evaluation, processes of inquiry, specific instructional strategies. Boards are requested to cover school-based expenses, with the exception of those that relate to the resource teachers.

Boards that have agreed to participate in the Social Studies Inservice Project will be expected to meet the following commitments:

1. Select resource teachers in accordance with criteria provided by the Steering Committee.
2. Release resource teachers from classroom duties for the June training session and for the period September 1, 1981 to June 1982, or part thereof.
3. Arrange for the necessary releases of all social studies teachers to attend a minimum of two days of inservice (preferably before November 30, 1981).
4. Assume all expenses for travel and subsistence for teachers to attend workshops (Stage Three) and any additional teacher expenses that might be incurred during Stage Four.
5. Arrange for work space and incidental secretarial assistance, for resource teachers who are designated to the school system.
6. Ensure that all social studies teachers under the board's authority attend inservices and are provided opportunity for follow-up consultative experiences.
7. Ensure that all resource teachers are provided the opportunity to return to their present position, or equivalent, at the end of the project.
8. Provide resource teachers with regular salary and benefits. Alberta Education will reimburse boards for all salary and benefit expenses upon submission of claim forms.
9. Arrange for resource teachers to be paid subsistence and travel allowances at departmental rates. Boards will be reimbursed by Alberta Education upon submission of the appropriate claim forms.

The following materials will be provided to resource teachers by Alberta Education:

- a full set of workshop materials designed for orienting social studies teachers to the 1981 Alberta Social Studies Curriculum (Awareness Program);
- a full set of workshop materials (Mentor Project) appropriate for conducting inservice on social studies teaching strategies. This package comprises fourteen multi-media modules on various aspects of social inquiry, as well as teaching history and geography. They feature a broad range of teaching styles, some in videotaped format;
- a selection of teaching units, Alberta Heritage Learning Resources Project materials, monographs and curriculum guides.

Allocation of Resource Teachers

A total of up to 125 resource teachers is deployed into the Social Studies Inservice Project. The allocation to each school jurisdiction, or combination of jurisdictions, has been determined with three criteria in mind:

- number of teachers presently under contract;
- geographic factors, including distances between schools;
- number of teachers per grade level per school.

Combining these three factors in determining allocations, it is believed that reasonably equitable opportunities for obtaining resource teachers' services exist across the province.

Recommended Criteria for Selection of Resource Teachers by Boards

Final responsibility for the selection of the resource teachers rests with Alberta Education. But, the success of the entire project depends substantially on the skills and personal qualities of the resource teachers themselves, and boards are in the best position to identify suitable candidates.

Boards may choose to involve Regional Office Consultants, especially where a consortium arrangement is recommended, before submitting nominations to Alberta Education for final approval.

The following criteria are offered to assist in the local selection process:

Curriculum Related

- Recent teaching experience with the Alberta Social Studies Curriculum and resource materials;
- Sound, practical knowledge of the 1981 Alberta Social Studies Curriculum;
- Commitment to the spirit of Alberta Social Studies, including Canadian Studies and processes of inquiry;
- Experience in curriculum planning, preferably at the provincial level;
- Professional interest in curriculum consultative work.

Personal

- Credibility with teachers and other peers;
- Human relations skills;
- Communications skills;
- Ability to travel by automobile;
- Able to maintain a flexible schedule, to accommodate noon-hour and after-hours meetings and workshops.

For boards with a limited number of resource teachers, it may also be important that resource teachers be able to work across most grade levels. Where several boards choose to enter into a collaborative relationship, sharing resource teachers, this need will be lessened.

Where boards must combine to obtain the services of a resource teacher, the process of selection may be complicated. Regional Office Consultants are available to provide assistance in such situations.

D. Evaluation of the Project

The Social Studies Inservice Project will be evaluated by Evaluation Consultants (Edmonton) Ltd., headed by Dr. A. MacKay and Dr. M. Doherty. Team members may be attending training sessions, contact sessions, and local inservice activities. Information will be gathered by observations, questionnaires and interviews. The evaluation includes a follow-up component and therefore information will be collected from September 1981, to June 1982, and also September 1982 to June 1983.

Alberta Education and evaluation consultants wish to thank the resource teachers, boards and central office administrators for their cooperation and assistance in the evaluation of the Inservice Project.

E. Provincial Management Structures

To provide guidance during the various phases of the Inservice Project, a Steering Committee has been created as follows:

Mr. Frank Crowther, Alberta Education (Chairman)
Mrs. Carol Batycky, Social Studies Curriculum Coordinating Committee
Mrs. Roberta McKay, Social Studies "Mentor" Inservice Ad Hoc Committee
Mr. Martin Goertzen, Curriculum Supervisor
Mr. Bill Brownlee, Conference of Alberta School Superintendents
Dr. Don Massey, Alberta Faculty of Education
Dr. Fred Schreiber, Planning Coordinator, Alberta Education
Mr. Rene Marrinier, Field Services Branch, Alberta Education
Mr. Al Cleveland, Alberta School Trustees' Association
Mrs. F. Melnyk, Alberta Teachers' Association
Dr. H. Sherk, Planning and Research Branch, Alberta Education

F. Regional Coordination of Projects

Social studies consultants in the regional offices of Alberta Education assume responsibility for the organization of orientation, planning and contact sessions during the course of the project. Each consultant is prepared to assist where possible in communications, problem-solving, and workshops.

In the event that resource teachers are unclear about project guidelines, they are encouraged to request the assistance of their local regional office consultant.

II. The Social Studies Resource Teacher

A. Role Description

The Resource Teacher is a professionally certified teacher released from school or classroom duties for the purpose of assisting classroom teachers and system personnel in implementing the 1981 Alberta Social Studies Curriculum. While salary and travel expenses are provided for by Alberta Education, the individual works in a consultative capacity striving to improve educational services to students and teachers within the framework of local needs, resources and the Alberta Teachers' Association Code of Ethics. In particular, resource teachers shall:

1. Work in accordance with the priorities and directions provided by local lines of authority and communication as established by board policy.
2. Attend zone sessions -- the Orientation Session in June, Training Session in September, and Contact Session as called by the Regional Office Consultant.
3. Be knowledgeable and conversant with the 1981 Social Studies Curriculum Guide, prescribed resources, and provincial and local support materials, and promote the attainment of the intents and objectives of the 1981 Alberta Social Studies Curriculum.
4. Assist in planning, organizing and conducting of needs assessments for the inservice sessions and peer-based consulting activities.
5. Provide peer-based consultative services to schools and teachers by:
 - (a) meeting with grade levels, groups, or individual teachers;
 - (b) planning for presentations at staff meetings;
 - (c) participating in classroom observations, demonstrations, discussions, and interviews.
6. Plan, organize and conduct inservice sessions (minimum of two full days); and provide liaison with other personnel and organizations with an interest in the implementation of the 1981 Social Studies Curriculum.
7. Conduct information sessions with board members and the general public, explaining the characteristics and requirements of the 1981 Alberta Social Studies Curriculum.

8. Maintain a logbook to record the tasks undertaken, schools visited, type of services provided, special concerns requiring additional follow-up, preliminary assessment of activities, and expenses incurred. The logbook shall be submitted to the local regional office consultant upon completion of the project, for use by the project evaluators.
9. Provide information and assistance in the evaluation phase of the project.

B. A Summary of Major Tasks

1. Inservice Sessions (Two-day workshop component)

The minimal expectation in holding workshops, seminars or institutes should be that all social studies teachers will become familiar with the nature and requirements of the 1981 Social Studies Curriculum (i.e., the rationale, major components, what is prescribed, learning resources, time allocations). With the aid of needs assessment surveys, the components of the Awareness and Mentor packages can be employed to attain this basic objective. That is, inservice sessions can be designed to increase teachers' understanding and confidence through processes of first-hand experience, reflection, and discussion with colleagues and subsequent classroom application.

2. Peer-Based Consulting

Undoubtedly the most unique feature of the Social Studies Inservice Project is the peer-based consulting component. Within personalized situations, individual teachers will be able to discuss specific interests and concerns with their resource teacher. Follow-up activities that may result from requests or resource teacher visits include presentations; demonstrations; team teaching; yearly, unit, and daily planning assistance. Not all teachers will wish, or be able to avail themselves, of this particular service. However, resource teachers should attempt to provide this service to one or more teachers in all schools within their jurisdiction.

3. Coordination of Local Professional Development Activities

Where the need develops, resource teachers may wish to coordinate local professional development inservice activities relating to social studies.

For example, resource teachers could organize school-based use of the Awareness and Mentor modules through training "contact" people in each school and rostering the distribution of materials and equipment.

4. Time Management Suggestions

To aid in determining the amount of time that resource teachers need to allocate to satisfactorily fulfill their duties, the following is a suggested guideline for one month's work:

Inservices, workshops	40%
School-based consultation	40%
Correspondence, preparation, consultation with system personnel . . .	20%

(NOTE: While the hours of work are from 8:15 a.m. to 4:30 p.m., periodic adjustments may need to be made to compensate for inservices that might be held in the evening. Resource teachers are encouraged to protect their preparation time stringently, and to ensure that provision of professional services is always preceded by comprehensive preparation.)

5. Contact Sessions

During the lifespan of the Social Studies Inservice Project, three or four "contact" sessions will be held. The primary purpose of these is to enable resource teachers to refine their skills and to deal collectively with emerging concerns. It is expected that these sessions will uncover a wealth of ideas that will help all participants in the project. It is hoped that a process of dissemination across the zones can be set up to enable total provincial sharing of ideas that evolve in the contact sessions.

6. Technical Aspects - Records and Finances

Resource teachers will have their salary and expenses paid for by their employing boards who, in turn, will submit claim forms on a regular basis to the Finance, Statistics and Legislation Branch of Alberta Education. It is important that the resource teacher's logbook be kept up to date to facilitate this process.

Incidental expenses such as xeroxing and long distance telephone calls should be billed to the school district that is benefitting from the services provided.

Resource teachers will do most of their travelling in the officially approved consortium or school district. Travel outside the consortium requires prior approval of the social studies consultant, Alberta Education.

Claims for expenses like travel, meals and subsistence will be paid in accordance with Alberta Education rates, e.g., breakfast - \$3.75; lunch - \$5.00; dinner - \$9.25; travel - \$.17 per kilometre (except Zone One). In accordance with Alberta Education policies, resource teachers are not eligible for meal allowances in their home community unless they are attending an official work session during the meal time. For teachers who reside outside their employing jurisdiction, "home community" is defined as the location of the district office. Travel expenses will be reimbursed using the "home community" as the basis, not the resource teacher's actual residence. Where additional clarification is required, please contact your regional office consultant.

C. Directory of Resource People

The following directory may assist in establishing and maintaining contacts at the local and provincial levels.

SYSTEM PERSONNEL

Superintendent(s)	_____	Phone: _____
Deputy/Assistant Supt(s)	_____	Phone: _____
Local P.D. Chairperson(s)	_____	Phone: _____
Principal(s)	a. _____	Phone: _____
	b. _____	Phone: _____
Local I.M.C.	_____	Phone: _____

ALBERTA EDUCATION -- REGIONAL OFFICES

Grande Prairie	Jim Brackenbury	Phone: 539-2130
Edmonton	Fred Schreiber	Phone: 427-2952
Red Deer	Vacant as of July, 1981	Phone: 343-5262
Calgary	Bob Johnson	Phone: 261-6353
Lethbridge	Les Omotani	Phone: 329-5243

A.T.A./A.S.T.A.

A.T.A. _____	Phone: Zenith 1-800-232-7208 453-2411 (Edmonton) 265-2672 (Calgary)
Local Specialist Councils _____	Phone: _____
	Phone: _____
A.S.T.A _____	Phone: 482-7311

OTHER

Curriculum Branch: F. Crowther _____	Phone: 427-2981
School Book Branch: _____	Phone: 427-2767
Language Services Branch: Dr. P. Lamoureux _____	Phone: 427-2979
Evaluations Consultants (Edmonton) Ltd. _____ D.A. MacKay and M. Doherty	Phone: 432-2073 or -5766
Planning and Research Branch: H. Sherk _____	Phone: 427-2991

III. Inservice Materials

A. Needs Assessment Samples

TEACHER INSERVICE QUESTIONNAIRE

Teacher: _____ School: _____

Grade at which you are teaching social studies: _____

In order to assist in meeting your Social Studies Inservice needs, please mark your preferences in the order in which you feel you would receive the most benefit. (i.e., 1st preference, 2nd preference, etc.)

The "Awareness" package:

The Awareness package deals with the significant features and requirements of the 1981 Social Studies Curriculum and how teachers can use the learning resources to achieve these purposes. There are seven components in this package.

_____ Component 1: "Change the Ultimate Challenges", is a 20-minute videotape that describes the rationale for the 1978 Alberta Social Studies Curriculum. The presentation applies very well to the 1981 curriculum.

_____ Component 2: "Patterns and Parameters", presents the structure of the 1981 curriculum, and the more important of the supporting resources.

_____ Component 3: "The Knowledge Component", explores the organization and structure of the knowledge objectives and then is applied to the grade level and a topic of interest to the teachers.

_____ Component 4: "The Value Component" examines the concept of a value issue, the process for dealing with value issues, and how to apply value objectives to a particular grade of interest to teachers.

_____ Component 5: "The Skills Component" explores the curriculum's model of inquiry and applies it to a grade and topic of interest to the teacher.

_____ Component 6: "The Kanata Kits" component leads teachers through an analysis of the pro's and con's of individual kits, culminating in a consideration of ways to maximize the pro's and minimize the con's.

_____ Component 7: "The Teaching Units" component examines how a teaching unit and its prescribed resources can be used to implement the content and objectives of the 1981 curriculum.

"Mentor" Series

The Mentor series is intended to follow the Awareness package, and deals in detail with specific approaches that the social studies teacher may adapt for his/her classroom strategies, techniques and styles. It parallels the structure of the social inquiry model (see page 7, 1981 Social Studies Curriculum). Included in this series are 14 modules using video and print materials, and a self-awareness survey.

The modules are:

- _____ Overview
- _____ Openers
- _____ Geographical Sources of Data (chiefly mapping)
- _____ Interviews and Surveys
- _____ Historical Documents
- _____ Organizing and Analyzing Data
- _____ Evaluating Data
- _____ Synthesizing Data
- _____ Valuing
- _____ Resolving the Issue
- _____ Applying the Decision
- _____ Evaluation of Knowledge
- _____ Evaluation of Skills
- _____ Evaluation of Values

NOTE: "Overview", "Openers", "Historical Documents", "Evaluating Data", "Synthesizing Data", "Evaluating Values", "Valuing", and "Resolving Issues" modules will be available in early September, 1981. Four modules will be released in October; the remainder in November, at the latest.

Local Level

In addition to these workshops developed by Alberta Education, inservice activities could be provided to meet local needs. Examples:

- _____ a. Adapting your unit to the 1981 Curriculum
- _____ b. Yearly and unit planning
- _____ c. "Cracker-barrel" (e.g. ideas exchange) session
- _____ d. Working on a local project
- _____ e. Teaching techniques
- _____ f. Integrating social studies with other subject areas
- _____ g.
- _____ h.
- _____ i.
- _____ j.
- _____ k.

Thanking you for your cooperation and consideration.

Please forward to:

Resource Teacher
Phone No. _____

PEER-BASED ACTIVITIES QUESTIONNAIRE

As a starting point, the following are suggested ways that I can be of help to you. Please indicate by rank-ordering (1 = first choice needed, 2 = second choice, 3 = third choice) your preferences, or add others that are not listed. Return the completed copy to your resource teacher.

I would like the resource teacher in social studies to provide me with assistance by:

- _____ attending our staff meeting to give a brief session on role of the resource teacher
- _____ discussing the changes to the 1981 Social Studies Curriculum
- _____ attending our grade level meeting to discuss prescribed resources
- _____ meeting with our professional development committee for inservice ideas
- _____ helping me revise a unit in social studies
- _____ grouping for instruction
- _____ working with me in the classroom
- _____ presenting a particular teaching strategy from the "Mentor" modules
- _____ explaining the use of Heritage Resources
- _____ meeting with me to discuss my personal difficulties in social studies
- _____ helping me plan a year's work around the new curriculum and resources
- _____

Forward to resource teacher _____

at _____

(NOTE: Do not include suggestions here if you feel you cannot deal with them.)

B. Workshop Evaluation Form

ALBERTA EDUCATION SOCIAL STUDIES IN-SERVICE

Please respond to the statements below based on your feelings, thoughts, and perceptions of the workshop and its parts. Circle the appropriate number to indicate your response to items 1 to 12. Where you are asked to comment, please be descriptive. The information you provide will be helpful in making changes to the design of this workshop and in the planning and design of other workshops.

Circle the workshop title/materials covered: Kanata Kits, Teaching Units, Knowledge, Skills, Values.

Rating Scale: 1 2 3 4 5
Not at all Moderately Very much so

- | | | | | | |
|---|---|---|---|---|---|
| 1. The purposes and objectives for the workshop were explained and discussed and were clear to me. | 1 | 2 | 3 | 4 | 5 |
| 2. The structure of the workshop and the sequence of activities were appropriate to the topic and the objectives. | 1 | 2 | 3 | 4 | 5 |
| 3. The pace of the workshop was right for me. | 1 | 2 | 3 | 4 | 5 |
| 4. The discussion occurring in the workshop was relevant and helpful to me. | 1 | 2 | 3 | 4 | 5 |
| 5. The printed materials used in the workshop were relevant and served to focus the discussion on pertinent ideas and concepts. | 1 | 2 | 3 | 4 | 5 |
| 6. I was able to participate in the workshop in an effective and satisfying way. | 1 | 2 | 3 | 4 | 5 |
| 7. The visual materials were relevant and explained the rationale for the revised curriculum. | 1 | 2 | 3 | 4 | 5 |
| 8. The workshop leader's presentations were clear and easy to understand. | 1 | 2 | 3 | 4 | 5 |

9. The ideas and concepts developed in the workshop were pulled together in a meaningful way. 1 2 3 4 5
10. The workshop leader's sensitivity to the needs of the participants was evident. 1 2 3 4 5
11. Time periods for the work sessions were adequate. 1 2 3 4 5
12. The staging (organization of the room) for the workshop was functional given the limitations of the facilities. 1 2 3 4 5
13. Features of this workshop that I liked were: _____

14. Features of this workshop that I disliked were: _____

15. General evaluative comments. (Remarks here may be an elaboration of the responses to items 1 to 12).

IV. Questions and Answers

NOTE: The questions that follow were raised during the June training sessions. They have been organized and researched with officials of Alberta Education by Beryl Kenyon, resource teacher for St. Albert School District #3. You may wish to extend the list over the coming months especially as a result of your "Contact" session experiences.

Planning and Implementation:

I want to know exactly how to begin (for example: for those teachers who are not familiar with the "Awareness" program for first-year teachers), to organize my duties as a part-time teacher.

A needs assessment, when conducted and analyzed, should serve as a good starting point. The two sample questions contained in this Handbook can be modified to help with this.

Workshops/Inservices:

What would be some alternatives in using the two days allocated?

Such alternatives as four half-days, two one-day sessions suitably spaced, or one one-day session followed by two half-days are all acceptable to the project guideline.

What are the elements of planning a good workshop?

Some of the things to do are: be well prepared, plan an agenda, set times for each activity, base workshops on needs of teachers; don't pack in too much information; concentrate on the practical, and provide discussion time. Remember that the teachers you will be working with have a great deal in common regarding the programs they are teaching, and probably the problems they are encountering, so use their ideas as much as you can as the basis for workshops.

Consultation/Visitation:

Should classroom visits be scheduled or do we wait for requests?

Either procedure is appropriate, but because of the short timeline for the project you will need to ensure very early in the project that all of your clients are fully conversant with exactly what you can offer them.

Ideas Exchange

Are there "practical" hands-on resource banks available? If not, could an ideas exchange be established?

It is believed that the existing resources (curriculum guide, Kanata Kits, teaching units and various monographs) contain a diverse variety of useful, practical materials. The immediate need is to encourage teachers to work with these materials. Beyond that, the "contact" sessions will undoubtedly produce a wealth of new, creative ideas for you to disseminate.

Core/Elective Components:

In structuring the $\frac{1}{2}$ elective component, is there material available for the optional study areas of each grade?

You are referred to the new monograph, "Teaching the Elective Portion of the Social Studies Program". You might wish to structure workshops specifically on this.

New Resources:

What resources will I have to work with in the fall?

It is expected that the following resources will be available quite early in the 1981-1982 school term: teacher's guide to go with the Books for Young Readers, Electives Monograph, Testing Content Specifications for Grades 3-6-9-12, and a Grades 1-12 Economics instructional package. Resource teachers will be provided these materials immediately they are published, and several items in the Phase Two Teaching Units Project will also be available this fall. All these materials will be available to schools and teachers through the School Book Branch, at a nominal cost.

Parents:

Should I encourage parents to attend workshops?

Resource teachers may wish to encourage parents, trustees, media and business personnel to attend some of their workshops. Alternatively, a package especially for parents could be prepared, using selections from the Mentor project and the Awareness package. It is probably fair to say that many parents do not understand Alberta Social Studies, and are confused by the controversy that has surrounded it. Anything that resource teachers can do to help air the issues and provide a basis for public confidence will undoubtedly have substantial long-term benefits.

Lines of Authority:

Who is my "boss"?

Resource teachers are employees of their school systems, temporarily performing a special duty for Alberta Education. Regular lines of authority and communication at the system level must be respected.

Mentor "Hardware":

What "hardware" do I need for the Mentor series?

The Mentor series components, such as videotapes and masters for duplicating, will be provided to you. Each resource teacher will need access to a video player and overhead projector for use during workshops. Most schools or jurisdictions already have these. Check to see what model, make, and size of video is needed. If you need substitutions of tapes to fit available hardware, or if you require duplicates, these can be obtained from the ACCESS Dubbing Centre, 1611 - 29 Street, N.W., Calgary, Alberta, T2N 4J8. In requesting duplicates, please forward a blank tape to ACCESS.

Code of Ethics:

What do I do if I observe a case of "bad" teaching?

The resource teacher provides consultative help, refrains from evaluative comments and is guided by the Code of Ethics in the conduct of responsibilities associated with the inservice project.

Books for Young Readers:

How do I relate the Books for Young Readers to the 1981 Social Studies Curriculum?

A monograph has been written by Dr. K. Dueck, University of Calgary, to coordinate the use of the Books for Young Readers with the value, knowledge and skill objectives at grades four, five and six. As well, one section deals with multi-grade and age groups. It is due to be released in fall, 1981. Resource teachers could make this monograph the subject for workshops.

Prescribed Characteristics of the 1981 Social Studies Curriculum

"Exactly what does prescribed mean? What is prescribed in the 1981 Alberta Social Studies Curriculum?"

The following statement appears in the 1981 Program of Studies, to be distributed to schools early in the fall:

1. The 1981 Alberta Social Studies Curriculum - Prescribed/Recommended; Core/Elective; Mandatory/Optional
 - a) Three (3) topics for each of Grades 1 through 10 and two (2) topics for each of Grades 11 and 12 are prescribed for study.
 - b) One social issue per curriculum topic is prescribed for inquiry. Teachers are encouraged to modify specific wording so long as the intent and meaning of the issue are preserved.
 - c) Value objectives, knowledge objectives and skill objectives are prescribed for each topic.
 - d) The model of social inquiry is a recommended process. This model may be expanded or modified by teachers to reflect concern for the unique nature of individual students and classrooms. The availability of resources and teacher preferences will also affect the particular teaching strategies used to attain the prescribed objectives.
 - e) Social action is not prescribed but is encouraged where possible and when desirable/feasible.

- f) The mandatory core comprises 75 percent of the program and is represented by the 34 topics and the statements of objectives. The optional elective portion is up to 25 percent of the program.
- g) Prescribed learning resources are those listed in these documents: Alberta School Book Branch Catalogue,¹ Social Studies Learning Resources for Elementary Schools and Social Studies Learning Resources for Secondary Schools.

Resources, once prescribed, retain this status for a minimum of three years.

- h) Recommended Learning resources are also listed in the documents named above. These curriculum materials are complementary to prescribed resources. As such, these resources may be used to facilitate the attainment of some of the prescribed objectives.
- i) Use of specific prescribed and/or recommended learning resources is optional. However, some teaching units are structured for use with a specific resource.
- j) Teaching units are recommended and are available through the School Book Branch. Kanata Kits are supports with no official status due to the fact that such kits are not presently available from a commercial source.
- k) Support materials are available and are in the category of being recommended for use but not mandatory. The social studies teaching units, monographs, Kanata Kits, Junior Atlas of Alberta, Books for Young Readers, Western Canadian Literature of Youth, and Canadian Literature for Senior Students and Adults may be selectively modified and used.
- l) The choice of which resources to obtain and how they will be used is basically a local decision. Teachers may supplement all resources with additional materials identified at the local level. Section 12(2)b of the School Act states that such materials must be approved by the school board.

¹ Prescribed resources appear in RED type in the School Book Branch Catalogue.

- m) Time to be allocated to social studies in the elementary grades is not presently prescribed. The average time allotment for social studies ranges from 124 minutes per week in Grade 1 to 184 minutes per week in Grade 6. (See page 10, 1981 Alberta Social Studies Curriculum).

Prescribed time allocations do exist for junior and senior high school social studies programs. Junior high school students are to receive a minimum of 100 hours instruction a year in social studies. Senior high school students are required to receive a minimum of 125 hours instruction for each 5-credit course in social studies.

- n) The 1981 Alberta Social Studies Curriculum becomes the official prescribed curriculum in September 1981.

NOTE: Prescribed resources have been identified as being the most suitable for facilitating the attainment of a majority of prescribed objectives for a specific topic. They are identified as being the best resources presently available for the 1981 social studies program. Clearly, the two meanings of "prescribed" outlined above provide opportunities for confusion.

V. List of Resource Teachers

ZONE 1 - Regional Office Consultant: Jim Brackenbury

BECHER, Linus H.	Manning RCSSD #37	Rosary RCS School - Secondary (Telephone: 836-3625)
CLEVETTE, James R.	Fairview S.D. #50	Fairview High School (Telephone: 835-2792)
COLLIN, Joan B.	Peace River S.D. #10	McGrath Elementary (Telephone: 624-3142)
LANDSMAN, Thomas A.	Spirit River S.D. #47	Spirit River Secondary (Telephone: 864-3696)
OLSON, Raymond M.	County of Grande Prairie #1	Beaverlodge Regional High (Telephone: 354-2189)
PRODANIUK, Joanne H.	Grande Prairie S.D. #2357	Swanavon School - Elementary (Telephone: 532-8885)
SCHMIDT, Herfried	High Prairie S.D. #48	E.G. Wahlstrom School - Elementary (Telephone: 849-3539)
TARDIF, Victor J.	Falher Consolidated S.D. #69	Ecole Routhier - All Grades (Telephone: 837-2114)
WALKER, Brian K.	Fort Vermilion S.D. #52	La Crete Public School - All Grades (Telephone: 928-3913)
WHITE, John N.	East Smoky S.D. #54	Ridge Valley School - Secondary (Telephone: 957-2364)

ZONE 2 and 3 - Regional Office Consultant: Fred Schreiber

AASLAND, Sharron	County of Lac Ste-Anne #28	Cherhill School (Telephone: 785-2841)
BACHMANN, Robert L.	County of Vermilion River #24	J.R. Robson School (Telephone: 853-4177)
BARRY, Frank	County of Smoky Lake #13	Vilna School (Telephone: 636-3651)
BEIL, Bernd	County of Lac Ste-Anne #28	Mayerthorpe High School (Telephone: 786-2624)
BELLAND, Olga	Glen Avon PSSD #5	Glen Avon Elementary/ Junior High School (Telephone: 645-3237)
BERASKA, Gladys E.	Lac La Biche S.D. #51	Dr. Swift Junior High School (Telephone: 623-4129)
CATHERS, Bob	Edmonton Public S.D. #7	Parkview Elementary and Junior High School (Telephone: 483-3415)
CLARK, Penny	Edmonton Public S.D. #7	Oliver Elementary School (Telephone: 488-7570)
COUTURE, Jean-Claude	Yellowhead S.D. #12	Harry Collinge High School (Telephone: 325-2237)
CRANE, David G.	County of Lac Ste-Anne #28	Onoway Junior-Senior High School (Telephone: 967-2271)
DAHL, Deanna	County of Strathcona #20	Fort Saskatchewan Park Elementary School (Telephone: 998-3508)

DUQUETTE, Roland	Sturgeon S.D. #24	Sturgeon Composite High (Telephone: 973-3301)
FENTON, Jill	Jasper S.D. #3063	Jasper Elementary School (Telephone: 852-4447)
FORESTER, Marg	Devon S.D. #4972	Riverview Elementary School (Telephone: 987-2204)
GANNON, Monte	Sturgeon S.D. #24	Horse Hill School - Secondary (Telephone: 973-3159)
GRAHAM, Trink	Edmonton Public S.D. #7	Belmead Elementary School (Telephone: 481-3314)
HAGGERTY, Dale	County of Leduc #25	Warburg High School (Telephone: 848-2822)
HOKE, George H.M.	Westlock S.D. #37	Jarvie School - Secondary (Telephone: 954-3935)
IRONS, Dave	Edmonton Public S.D. #7	Oliver Elementary School (Telephone: 488-7570)
KENYON, Beryl J.	St. Albert Public S.D. #3	Father Jan Elementary School (Telephone 458-3300)
KLUCZNY, Hal	County of Wetaskiwin #10	Griffiths Scott School (Telephone: 387-4101)
KOSSOWAN, Gail P.	Edmonton RCSSD #7	St. Anthony's School (Telephone: 439-7356)
LEHWAN, Victor	County of Parkland #31	Spruce Grove High School (Telephone: 962-4181)
LEMIRE, Henri P.	Lakeland RCSSD #150	Notre Dame Junior High School (Telephone: 826-3245)
NAKOWICHUK, Wilfrid E.	Lac La Biche S.D. #51	Vera M. Welsh Elementary (Telephone: 623-4385)

MARINO, Carmela	Edmonton RCSSD #7	St. Vladimir School (Telephone: 476-4613)
McKay, Roberta	Edmonton Public S.D. #7	Oliver Elementary School (Telephone: 488-7570)
McSWAINE, B. Elizabeth	County of Strathcona #20	Sherwood Height - Secondary (Telephone: 467-2412)
MIKLOS, Reny	St. Albert S.D. #3	St. Albert High School (Telephone: 459-7781)
MILNTHORP, Phillip	Wetaskiwin S.D. #264	Centennial Elementary School (Telephone: 352-5088)
MITCHELL, Debbie	County of Parkland #31	Queen St. Elementary (Telephone: 962-3717)
MITCHELL, Wendy	Edmonton Public S.D. #7	Riverbend Junior High School (Telephone: 434-7914)
MOTUT, Robert	Edmonton RCSSD #7	St. Vladimir School - Elementary (Telephone: 476-4613)
MURPHY-HOUSE, Kathleen	Fort McMurray RCSSD #32	Good Shepherd Elementary (Telephone: 791-2345)
NARAYAN, Shiv	Lakeland S.D. #5460	Iron River School (Telephone: 826-5617)
NEMIRSKY, Mary	Edmonton Public S.D. #7	
OKO, Rodney A.	Westlock CSSD #110	St. Mary RCS School (Telephone: 349-3644)
OSOBA, Elaine	St. Albert PSSD #6	Elmer Gish Elementary (Telephone: 459-4456)
PETROSKEY, Anne	County of Minburn #27	Innisfree School (Telephone: 592-3781)
PRATT, John	Fort McMurray S.D. #2833	Fort McMurray High School (Telephone: 743-5800)

RACINE, Philip	Wainwright S.D. #32	Wainwright High School (Telephone: 842-4481)
SHELLENBERGER, Debbie	County of Parkland #31	Brookwood Elementary (Telephone: 962-3942)
SCHUMACHER, Phyllis	Edmonton RCSSD #7	St. Anthony's School (Telephone: 439-7356)
SCOTT, John	Edmonton Public S.D. #7	Britannia Junior High (Telephone: 489-1401)
SEMIENIUK, Lawrence W.	Yellowhead S.D. #12	Parkland Composite - Secondary (Telephone: 723-3918)
SHIPTON, Allan	County of Barrhead #11	Lorne Jenkin High School (Telephone: 674-3331)
SHYKORH, Oleh	County of Beaver #9	Holden School (Telephone: 688-3858)
SIRDAR, Sheila	Edmonton RCSSD #7	St. Anthony School (Telephone: 439-7356)
SPRAGUE, Pat	County of Strathcona #20	Fort Saskatchewan Elementary School (Telephone: 998-7771)
STEINKE, Valorie	County of Leduc #25	Breton Elementary School (Telephone: 696-3555)
TEELING, Darrell	St. Paul S.D. #2228	Racette Junior High School (Telephone: 645-3571)
TERLESKY, Terry	Edmonton Public S.D. #7	Garneau Elementary/Junior High School (Telephone: 433-1390)
THOMSON, Arthur H.	County of Athabasca #12	Athabasca Elementary School (Telephone: 675-2213)
UNTERSCUTE, Elaine	Edmonton Public S.D. #7	Victoria Composite High School (Telephone: 426-3010)

VIVONE, Regina M.	Sherwood Park RCSSD #105	Sherwood Park RCSSD #105 (Telephone: 467-8896)
WATRICH, Thelma	Lakeland S.D. #5460	Glendon School (Telephone: 635-3881)
WOOD, Jim	County of Vermilion River #24	Vermilion Elementary School (Telephone: 853-5444)

ZONE 4 - Regional Office Consultant (Vacant)

BLUE, Clara	Provost S.D. #33	Provost Public School - Senior High (Telephone: 753-6224)
CLARKE, Gwen	County of Red Deer #23	River Glen School - Grade 2 (Telephone: 346-4755)
COHENE, Eleanor	Red Deer Public S.D. #104	Fairview School - Grades 4,5,6 (Telephone: 343-8780)
DECORE, Rosanna	County of Ponoka #3	Rimbey Elementary School (Telephone: 843-2353)
GALARNEAU, Dave	Red Deer RCSSD #17	Camille J. LeRouge High - Senior High (Telephone: 342-4800)
HOLUBETZ, Orest	County of Stettler #6	Waverly School - Grade 5 (Telephone: 742-2825)
KENNEDY, Phil	Red Deer Public S.D. #104	Lindsay Thurber High (Telephone: 347-1171)
MORIE, Sam	County of Painthealth #18/ Neutral Hills S.D. #16	Gus Wetter High School (Telephone: 882-3242)
NIELSON, Valerie	Camrose S.D. #1315/ County of Camrose #22	Sparling School (Telephone: 672-4682)

OBERG, Gloria	County of Flagstaff #29	Forestburg School - Elementary (Telephone: 582-3563)
REIMCHE, Darryl	Camrose S.D. #1315/ County of Camrose #22	Camrose Composite High (Telephone: 672-4416)
SHURSEN, Evelyn	Stettler S.D. #1475	Stettler Elementary - Grade 8 (Telephone: 742-2235)
STELMASCHUK, Henry	Rocky Mountain S.D. #15	Pioneer School - Grades 7,8 (Telephone: 845-2468)
THIBEAU, Allan	County of Stettler #6	Erskine School - Junior High (Telephone: 742-5220)
WEBBER, Charles	County of Lacombe #14	James S. McCormick - Grade 6 (Telephone: 782-3096)

ZONE 5 - Regional Office Consultant: Bob Johnson

ANDERSON, Doug E.	Foothills S.D. #38	Cayley School - Grades 6 - 9 (Telephone: 395-3787)
BRAY, Wayne	Calgary Public S.D. #19	Calgary Public S.D. #19 - Division II (Telephone: 246-2222)
CAMPBELL, Al	Calgary Public S.D. #19	Calgary Public S.D. #19 - Division IV (Telephone: 246-2222)
CAVANAGH, Lois Mrs.	Calgary Public S.D. #19	Calgary Public S.D. #19 - Division II (Telephone: 246-2222)

DICK, Carl	Banff S.D. #19	Exchaw Elementary School - Grades 4-6 (Telephone: 673-3656)
DUSTIN, Grant	Calgary Public S.D. #19	Calgary Public S.D. #19 - Division IV (Telephone: 246-2222)
EDMONSON, Gail Mrs.	Calgary Public S.D. #19	Calgary Public S.D. #19 - Division I (Telephone: 246-2222)
GALVIN, Kathy Ms.	Calgary Public S.D. #19	Calgary Public S.D. #19 - Division I (Telephone: 246-2222)
GRAHAM, John	Calgary RCSSD #1	Catholic School Board - Senior High (Telephone: 264-1610)
HANNA, Paulette A.	Three Hills S.D. #60	Three Hills S.D. #60 - Senior High (Telephone: 442-3055)
HILLARY, Randy	Rocky View S.D. #41	Rocky View S.D. #41 - Grades 7-12 (Telephone: 276-5526)
IRVINE, Robert A	County of Mountain View #17	County of Mountain View #17 - Grades 8, 10, 11 (Telephone: 335-3311)
LOSONCY, Frank L.	Drumheller Valley S.D. #62	Drumheller Valley S.D. #62 - Senior High (Telephone: 823-5131)
PATERSON, Norma G.	Rocky View S.D. #41	Rocky View S.D. #41 - Grades 3,4,7,8,9 (Telephone: 276-5526)
PRICE, Joan B.	Calgary RCSSD #1	Calgary Catholic School Board - Grades 1-4 (Telephone: 264-1610)

ROOKE, John	Calgary Public S.D. #19	Calgary Public S.D. #19 - Division II (Telephone: 246-2222)
ROSE, Denise S.	Rocky View S.D. #41	Andrew Sibbald School - Grades 2,3 (Telephone: 932-2433)
WALSH, Jacqueline Ms.	Calgary Public S.D. #19	Calgary Public S.D. #19 - Division I (Telephone: 246-2222)

ZONE 6 - Regional Office Consultant: Les Omotani

BEAZER, Mark	County of Warner #5	Raymond High School (Telephone: 752-3381)
GEORGE, David	Medicine Hat S.D. #76	Medicine Hat High School (Telephone: 527-3371)
JOHNSON, Eric	Taber S.D. #6	W.R. Myers High School (Telephone: 223-2292)
KING, Ken	County of Newell #4	East Rolling Hills School (Telephone: 964-3640)
MACKLIN, Sheila	Willow Creek S.D. #28	J.T. Foster School (Telephone: 486-2264)
MOEN, Brian	County of Forty Mile #8	Senator Gershaw High (Telephone: 545-2092)
MORGAN, Debbie	Lethbridge S.D. #51	Fleetwood Bawden School - Secondary (Telephone: 327-5818)
PINDER, Anita	Medicine Hat R.C.S.S.D. #21	McCoy High School (Telephone: 527-8161)
QUILTY, Joyce	Lethbridge S.D. #51	Hamilton Junior High (Telephone: 854-3668)

RIGAUX, Marg	Pincher Creek S.D. #29	Canyon School - Elementary (Telephone: 627-4511)
ROSE, Ken	Redcliff S.D. #2283	Margaret Wooding School - Elementary School (Telephone: 548-7516)
STRONG, Wayne	Cardston S.D. #2	Cardston Elementary School (Telephone: 653-3814)
THOMPSON, Donald	Willow Creek S.D. #28	Willow Creek Composite High School (Telephone: 625-3387)

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